

Childminder Report

Inspection date

11 September 2015

Previous inspection date

15 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder is qualified and has a good knowledge of how the children learn. She attends further training to build upon her teaching skills, and provides a good range of activities to support children's development. Consequently, all children make good progress across all areas of learning.
- The childminder plans fun activities for children based on their interests, meaning children are enthusiastic and motivated to learn. She is skilled at following the children's lead and allowing them to investigate and explore independently.
- The childminder supports children's developing language well. She listens to them, responds sensitively and asks appropriate questions to extend their thinking.
- The childminder has a good knowledge of how to keep children safe. She demonstrates a strong knowledge of safeguarding procedures and ensures the environment is safe through the use of thorough risk assessments.
- The childminder sets clear boundaries, models good manners and shows the children respect. Consequently, children learn to value others and behave well.
- The childminder and parents regularly share important information about children's care needs. This ensures that children's health, and physical and emotional well-being are continually supported very successfully.

It is not yet outstanding because:

- Occasionally, children are not highly engaged in their learning because activities are too challenging for them.
- The childminder does not always encourage parents to regularly share information about their child's learning at home.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- review the planning of activities to ensure children are always appropriately challenged and engaged in their learning
- strengthen opportunities for parents to share what their children achieve at home and use this information to work together, so that children's learning is maximised.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, such as the provider's self-evaluation and children's learning and development records.
- The inspector looked at written feedback from parents during the inspection and took account of their views.

Inspector

Clare Wilkins

Inspection findings

Effectiveness of the leadership and management is good

The childminder keeps her knowledge of all legal responsibilities up to date. She has a good understanding of the Early Years Foundation Stage and meets all requirements in full. A good range of policies and procedures are implemented and shared with parents. The arrangements for safeguarding are effective. Self-evaluation is strong. The childminder effectively assesses her practice and includes parents, children and outside professionals in this process. She uses the information gathered to identify priorities for improvement. The childminder is committed to continuing her professional development. She has attended a number of training courses which have built upon her good teaching skills, and consequently, had a positive impact on the progress children make.

Quality of teaching, learning and assessment is good

The childminder has made good improvements to her methods for planning and assessment since her last inspection. She accurately observes children and identifies the next steps in their learning. She uses this information to plan effective activities which support their progress. However, occasionally some elements of planned activities present too much of a challenge for children. The childminder supports children's developing number skills very well as she introduces mathematical language and concepts during play. The childminder recognises that some children learn best outdoors. She meets their particular needs through good use of the garden to promote all areas of learning. As a result, children are motivated to learn and make good progress. The childminder shares good information with parents about their children's achievements while in her care. However, she does not consistently gather information about children's learning at home, to complement the information she has about their development in the setting.

Personal development, behaviour and welfare are good

The childminder forms strong attachments with the children. Consequently, they feel happy, valued and secure in her care and are ready to learn. The environment, both indoors and outdoors, is welcoming and well-resourced, and promotes children's enthusiasm for learning and curiosity about the world around them. The childminder encourages children's growing independence well as they learn to complete simple tasks by themselves. She promotes good hygiene practices from an early age and teaches children the importance of keeping themselves safe and healthy. The childminder showers children with praise and rewards their achievements which promotes their confidence and self-esteem. The childminder teaches children about their community and the wider world, and they learn to respect and value diversity.

Outcomes for children are good

The childminder regularly checks on children's development. She provides extra support for children to catch up or extend their learning where appropriate. As a result, all children make good progress from their individual starting points. The childminder works closely with other settings, sharing information on learning and development. Therefore, children are well prepared for the next stage in their learning.

Setting details

Unique reference number	305830
Local authority	Stockton on Tees
Inspection number	864837
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	15 March 2011
Telephone number	

The childminder was registered in 2000 and lives in Ingleby Barwick. She operates all year round, Monday to Friday from 7.30am to 5.30pm, excluding bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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